DOCUMENT RESUME

ED 335 605 CG 023 598

AUTHOR O'Byrne, Bill
TITLE A Knowledge and Experience Formula for Successful Employment & Career Counselling Part II.
PUB DATE Jan 91
NOTE 21p.; Paper presented at the Annual National Consulatation on Vocational Counseling (17th, Ottawa, Ontario, Canada, January 22-24, 1991).
PUB TYPE Reports - General (140) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Career Counseling; College Students; *Counselor Training; Foreign Countries; Higher Education; Models
IDENTIFIERS *Canada

ABSTRACT

This paper presents the subject knowledge base and field experience practice of the only post-secondary program to train employment counselors in Canada at Fleming College (Ontario). It lists the range of studies pursued in the program in the fields of psychology, the humanities, business and the economy, and field practice. The first section explains the background of the Employment Counselling Study realization. The next section looks at fundamental skills of employment counseling, identifying as fundamental analytic skills, interpersonal skills, influencing skills, communication skills, and information management skills. All the courses in the program are listed according to which of the five fundamental skills are most prominent in the courses, and the academic curriculum by semester is outlined. The final section discusses the opportunity element in career decision making. The paper in general discusses a formula for successful career and employment counseling. Emphasis is given to some specific knowledge within economics and business which would enhance the client's awareness of opportunities. An annotated list of references, print media references, and brief descriptions of all the courses on the Employment Counsellor Program are included. (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

A Knowledge and Experience Formula for Successful Employment & Career Counselling PART II

by Bill O'Byrne, Coordinator and Counsellor,
Employment Counsellor Program
Fleming College, Peterborough
Ontario, Canada K9J 7B1

ED335605

This article is a continuation of my January, 1990 NATCON 16 presentation. This year significant focus will include comment concerning some of the knowledge base from the world of economics and business that is valuable and generally not known well enough by practioners in the field.

Initially, this paper will present the subject knowledge base and field experience practice of the only post secondary program to train Employment Counsellors in Canada at Fleming College. It will list the range of studies in psychology, the humanities (such as the Sociology of Work, Theory and Practice of Job Search, Job Holding and Career Development), Business & the Economy (including The Economy, Entrepreneurship, & Work and Organizational Financial Management) and field practice.

This paper will be of interest to those wishing to understand and compare their professional knowledge base in the field through comparison with a standard. Further, if you are considering hiring in this field, then knowledge as to this standard of competency will be helpful.

CG023598

I. BACKGROUND TO EMPLOYMENT COUNSELLING STUDY REALIZATION

Commonly, those who entered the field of Employment Counselling indicated interest in "helping people", and human Psychology. Their educational background might be a University Bachelor of Arts or Graduate Degree in a Social Science, a College Social Service Diploma, or occasionally a High School Graduation Diploma with above average communication, and interpersonal skills.

Once working in the field, most of the specialized learning about the field occured on the job. Training in the field on the job may extend up to two years and beyond. During this period, the staff Employment Counsellor will be carrying a regular case load but be more client effective after more time with the agency. Initially, issues such as interview and resume presentation strategies, career theories, and testing were likely understood at an above average "lay" level rather than the more expert level acquired over several years. Consequently, this has led to a demand for better trained entrant practitioners in the field. This was a further impetus behind the formalizing of a program of education in this field.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it
Minor changes have been made to improve reproduction quality
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Bill O'Byrne
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Additional reasons for such need were found in concerns evident in both the private and public sectors. In regard to the private sector, our global village was living the impact of the explosion of technology. In Canada, in fact throughout the Western world, due to world wide competition, (and in Canada the reality of Free Trade) industries were shrinking ("downsizing") and many were closing. Assuming there were alternative employment opportunities, were there enough quality trained people available to give constructive, competent, reasonably priced assistance to reformulate new employment and career goals?

Further, in this private sector, another reality involved the private employment agencies. Generally, these companies would develop expertise in a sector of the employment market. Their staff would be hired if they had excellent communcations skills, were assertive, (some would say aggressive), could achieve regular sales targets, and had the sufficient personal and academic background established by the organization. There seemed to be a need to assist in staff's education and training before working for these agencies.

In regard to the public sector, in Canada and the Western world, the early nineteen eighties led to enhanced public awareness that, with regard to employment, youth were the special victims of macro economic forces. Generally, the unemployment rate for youth (ages 15-24) is about double that of the non youth (ages 25-64) population. Some long term action needed to be taken. In Ontario, Youth Employment Counselling Centres were opened and FUTURES offices were established. They were viewed as a resource to balance the employment disadvantages of youth through constructive, informed job search assistance and employer wage subsidy. Since the early 1980's, in Ontario, a total of about 90 OYECC and FUTURES offices have come into existence. These organizations employ hundreds of Employment Counsellors.

Along with this awareness that special assistance to aid young people to find and keep jobs was necessary, came the parallel realization that minority and disadvantaged groups could benefit from similar programs. Consequently, many Social Service agencies began looking for and some hired new staff who were effectively Employment Counsellors. Some schools introduced or added to their staff of Placement Officers and Cooperative Education Staff - another location of employment for the skills of an Employment Counsellor.

BEST COPY AVAILABLE

Finally, as indicated earlier, most training backgrounds for these specialists are found in the Social Science disciplines. Their study is deficient in one area - Business Studies. How does the micro and macro-economy influence employment? What are the requirements to understand and apply financial management skills in the operation of an Employment service agency? Most often, the best Employment Counsellor received promotion to management, then, on the job, learned how to manage, build, maintain, and control budgets.

For all of the above reasons, the decision to proceed to build and offer a program in Employment Counselling made great sense. There was a clear need to bring together the special knowledge of this field and increase the numbers of qualified personnel in the field. Consequently, this need was transformed gradually from an idea into this new program offering entitled Employment Counselling at Fleming College beginning in 1987.

II. FUNDAMENTAL SKILLS OF EMPLOYMENT COUNSELLING

Through working, teaching and learning in the field, the basic elements of employment counselling work are better able to be identified.

What are these fundamental or "generic" skills that incoming and graduating students possess and that the latter have to a much expanded and in depth degree?

Five fundamental or "generic"skills, which are the building blocks of employment counselling, are identifiable. They are **Analytic Skills, Interpersonal Skills, Influencing Skills, Communication Skills, and Information Management Skills.**

What do we mean by these skills? Some brief definitions follow:

Analytic Skills - the skill to understand clients employment/career lifestyle and personality from a cognitive perspective.

Interpersonal Skills - the ability to establish and develop mutually trusting and respectful professional relationships.[1]

Influencing Skills - building on the interpersonal skills, the ability to have an effect on clients behaviours through direct intervention.[1]

Communications Skills - the ability to present appropriate written and oral information.

Information Management Skills - the efficient, accurate organization of data.

Although, in many respects, the communication skills underpin all learning and work experience, generally, one of the aforementioned skills are practised to a greater degree in each of the subjects. The following list identifies all the courses in the program according to which of the five fundamental skills are most prominent along with their total number of academic hours of instruction in that subject.

Program Listing According to Fundamental Skill

	FUNDAMENTAL SKILL			Program Hrs.
1.	Analytic	-	Psychology	96
			Introduction to Community Structures	56
			Human Growth and Development	48
			Lifestyle/Wellness	48
			Sociology of Work	32
			Theory and Practice of Job Search	48
			Mathematics (preparation for business and statistical applications)	60
			Abnormal Psychology	48
			Organizational Financial Management	32
			Skills Assesment	48
			Statistics I	48
			Counselling, Ethics and the Law	32
			Statistics II and Computer Applications	30
			Special Groups	48
			Job Keeping and Career Development	48
			Career Theories	32
			Measurement and Research	48
			The Economy and Work	48
			Total hrs.	850

2.	Interpersonal -	Counselling Methods & Field Preparation	43
		Field Experience (4 experiences)	755
		Field Integration	30
		Total hrs.	828
3.	Intervention -	Counselling Methods and Field Preparation	32
		Field Practice (4 experiences)	400
		Total hrs.	332
4.	Communications - (3 courses)		128
5.	Information Management		
		Introduction to Microcomputer Applications	48
		Statistics II and Computer Applications	18
		Resources in Employment Counselling	32
		Total hrs.	98
		Total Program hours (approx.)	2336

Three points require emphasis as to the skills acquisition of the Employment Counselling knowledge base through the academic process.

a) In general, all students entering the program have these "generic" skills to some degree. These skills are enhanced and deepened significantly through the academic and field experiences that occur over the three years.

b) In a number of programs there is more than one fundamental skill acquired through the course. In a few instances, the author estimated the number of hours that were applied to the acquisition of each of two significant "generic" skills in the course.

c) With all courses, skill acquisition and demonstration is evaluated through and by means of primarily written and oral communication practices.

III. ACADEMIC CURRICULUM BY SEMESTER

The academic curriculum by semester Is outlined in the chart below.

III. COURSES

SEMESTER I	HR./WK	SEMESTER II	HR./WK
COMMUNICATIONS	3	COMMUNICATIONS	3
INRODUCTION TO PSYCHOLOGY I	3	PSYCHOLOGY II	3
INTRO COMMUNITY STRUCTURES	4	SOCIOLOGY OF WORK	2
HUMAN GROWTH & DEVELOPMENT	3	ABNORMAL PSYCHOLOGY	3
LIFESTYLE/WELLNESS	3	MATHEMATICS	4
INTRO TO MICROCOMPUTER	3	COUNSELLING SKILLS	5
		THEORY&PRACTICE of JOB SEARCH	3
TOTAL	19	TOTAL	23

SEMESTER III		SEMESTER IV	
COMMUNICATIONS	3	SKILLS ASSESSMENT	3
COUNSELLING, ETHICS & THE LAW	2	STATISTICS II & COMPUTER APPLICATIONS	3
CAREEER THEORIES	2		
STATISTICS I	3	SPECIAL GROUPS	3
FIELD PRACTICE (Two days/wk)	5*	RESOURCES in the FIELD	2
FIELD INTEGRATION	2	FIELD PRACTICE (two days/wk)	5*
TOTAL	16*	TOTAL	16*

* Field Practice time is indicated by means of academic credit hours. The student actually spends approximately 3 times more on site hours in the field.

SEMESTER V		SEMESTER VI	
FINANCIAL MANAGEMENT	2	FULL SEMESTER FIELD PRACTICE	12*
MEASUREMENT & RESEARCH	3	(five days a week entire semester)	
THE ECONOMY & WORK	3		
JOB KEEPING & DEVELOPMENT	3		
EDUCATIONAL PRACTICE (2 days)	5*		
TOTAL	16	TOTAL	12*

The program's objective is to graduate individuals with the proper mix of human service and business skills to permit them to work successfully in Employment Counselling. For the business component, understandings of organizational financial management and contemporary business trends, as they effect employment opportunities, are acquired.

Entry to the program is by means of two criteria - Grade 12 graduation dipoma (O.S.D.) or equivalent and written responses to a questionnaire with regards to their application to the program.

IV. The Oppportunity Element in Career Decision Making

When most individuals make career and employment choices consideration of their skills and interests as a suitable match to the career or job are common. This approach has been classified historically and in the attached figure as the Trait Factor one. (see Figure next page)

All of us live through and in many social cultures. These experiences may enhance or diminish the opportunities available. Examples of Social Systems include family, socioeconomic, gender, plus social learning (This last one concerns regular rewarding of activities which are consistent and lead the client to consider the occupation which utilizes those rewarded behaviours.)

People change with their preoccupations and concerns as they age. This is a natural process. During the different chronological stages in life, what is important can change. From adolescent to retired, the focus of the individual changes. These changes over the lifespan impact on career/job changes and selection. Further, within a career and job search counselling process, indivuals can move from negligible motivation through exploration and ultimately to specific implementation of choice. This development is natural.

Career Decision Making: Theoretical Aspects

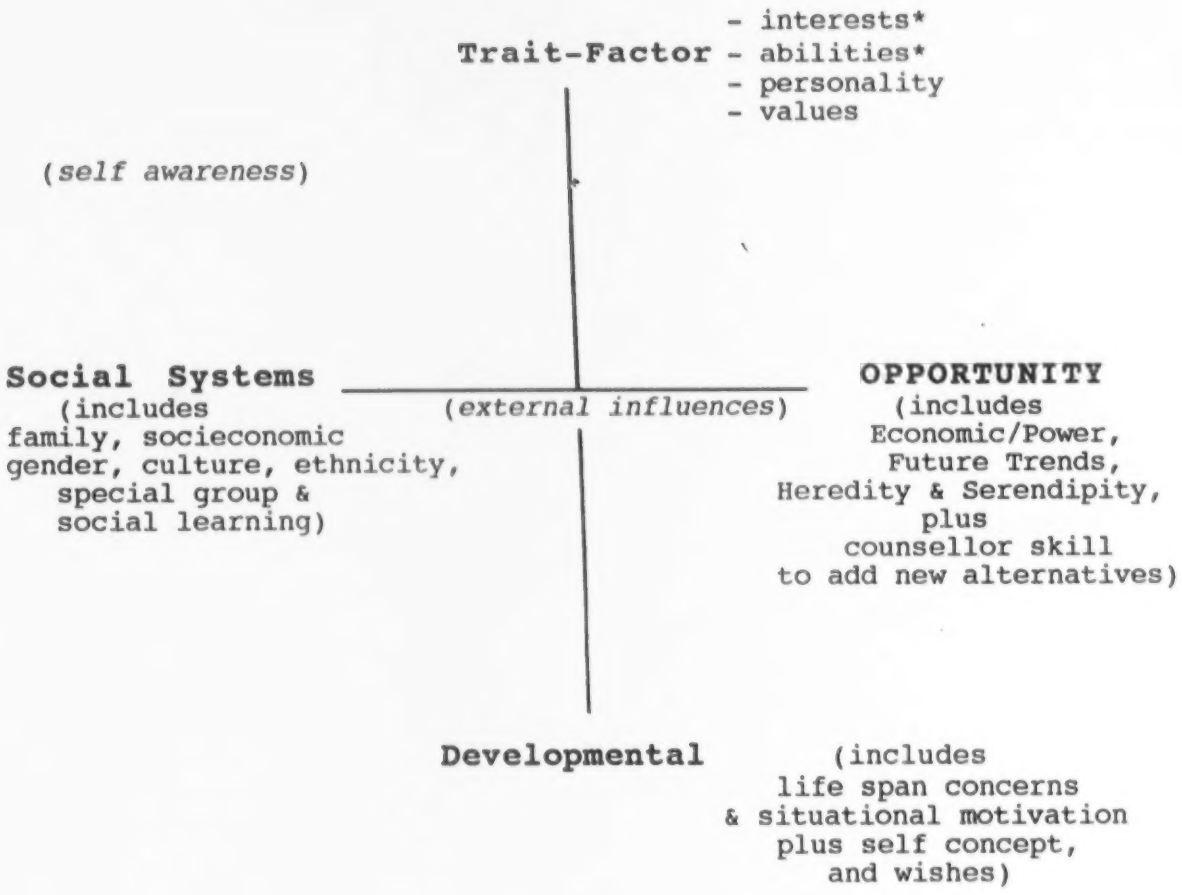

Fig.1.

Further, individuals may dream as to what they might wish from their career life. Those who are driven to realize such dreams and who are pragmatic in accepting limitations, yet can be resourceful, commonly are especially hard working to reach these dreams. This aspect of dreaming and working on reaching it, although infrequent, is a very powerful motivator.

I am neither an economist or futurist. Rather one trained in Clinical Psychology at the University of Ottawa who has worked in the field of counselling and career development for the majority of my working years. Now that I am understanding career development issues with more clarity and depth, my attention has been turned to the question of enhancing the awareness of and consequent directing of clients to available employment opportunities.

The question of trying to understand conceptually what is occurring to the employment market on a local scale in conjunction with larger scales is a challenge of our times. There is one informational source that consistently presents the direction for the future - the print media. Yet, it does not present this knowledge in an readily extracted or easily understood manner.

The basic purpose in pursuing this understanding is to enhance the opportunities available to our clients. The understanding of the trends can lead to our advising where opportunities are growing rather than not knowing if they are limited &/or very competitive. These trends may dovetail locally as well as provincially, nationally, within North America and internationally. Or, due to regional circumstances, they may be unique to your local area.

This element that has emerged in more recent writing concerns the career opportunities that are available. These opportunities emerge as a consequence of power and/or money.

Decisions concerning new jobs are made by those with power and/or money influence. When new businesses open, when expansion is pursued, new employment opportunities emerge. To understand how and when these new opportunities commence, more understanding of the economy, entrepreneurship (both public and private) can be helpful. As a consequence, studies are pursued which examine:

- what is economics all about and how does understanding it help with clients
- the consequences of production change, productivity, competiton and efficiency
- small business
- large business

- domestic subsidies
- public projects
- regional stimulation by governments
- distributing the gross national product
- inflation
- government controls and "laissez -faire"
- government deficits
- business cycles
- government financing through taxation and borrowing
- Canada's economic dependency on the US
- unemployment, nationally, provincially, regionally and locally

These are significant topics which, when understood, permit the counsellor to realize when opportunites occur. This realization ought to happen significantly faster than when compared with the average person. This is the major reason for examining business and economic constructs and realities. This advanced or early information should be passed on to appropriate clients.

There is a source to this information. A great deal is readily available at very small cost. The sources are your local media. These include business and economic reports. These can be found in local newspapers (some are free), on local radio and television. For example, such information includes analysis as to the length of the recession, Coles book publishing planning to open 20 additional stores across Canada in 1991, to layoffs at General Electric, to the range of salaries of the the hockey players with the Toronto Maple Leafs. In Peterborough, Mayling Stubbs, a researcher with CEC Peterborough, regularly publishes her anaylsis of the noteable changes including the "ups"and "downs" affecting the local employment market. Included in this report are national trends which are judged helpful to know as they explain and impact on the local career/job market for clients.

This information essentially focuses on organizations in growth or decline. Both types of information are necessary as they highlight where there is less competion amongst job seekers (generally when there is an expansion) or where there will be significant competion or in some cases no jobs. Therefore, in general, counsellors can focus client job search assistance with those organizations in growth circumstances.

As to future trends, the reader is advised to consult the readings listed in the reference section. Authors to consult include Dian Cohen, Frank Feather, John Naisbitt, and Alvin Toffler. All of these are well respected for their reasonably accurate view of where the future might take us.

Serendipity concerns chance circumstances that are positive influences on career and/or job choice. For example, while a member of an athletic club you may meet someone who becomes an admired role model and this encourages you to pursue a similar career. At a social gathering, while mentioning your special skills, a stranger indicates that there is a vacancy for just such a person at her organization. You followup this lead and are hired. Both happen fortuitously. Both produce "resonant serendipity" to the change seeker.

Finally, the skill of the career counsellor can enhance the quality, range and extensiveness of client opportunities. Our job is to expand the client's awareness of reasonable and appropriate opportunities through understanding the following: the trait-factor match; social system and developmental dimensions; economic, business and employment trends and information; Then, you can significantly improve the client's opportunities.

This paper has discussed a formula for successful career and employment counselling. In particular, emphasis was given to some specific knowledge within economics and business which would enhance the client's awareness of opportunities. In the future, this topic will become mandatory for all skilled career and employment counsellors.

REFERENCES

Astin, Helen S., The Meaning of Work in Women's Lives: A Sociopsychological Model of Career Choice and Work Behaviour, In The Counseling Psychologist, Vol. 12, #4, 1984.

Berton, Pierre, The Great Depression 1929-1939, 1990, Mclelland & Stewart Inc., 481 University Ave., Toronto, Ont., M5G 2E9 (ISBN - 0-7710-1270-5). A compelling presentation of the realities and causes of the Depression in Canada.

Bolles, Richard, What Colour Is Your Parachute, most recent edition, Ten Speed Press, California. Available at most bookstores. This is the role model text of career change self help books. As of 1991, there have been twenty one yearly revisions with more than 4 million books in print.

Broadfoot, Barry, Ten Lost Years Memories of Canadians Who Survived the Depression, 1973, Paperjacks Ltd., (ISBN - 0-7737-7094-1). A transcribed narrative from survivors of the Depression of the '30s.

CCH Canadian Limited, Canadian Master Labour Guide, 5th edition, 6 Garamound Ct., Don Mills, Ont. M3C 1Z5

Cohen, Dian & Shannon, Kristin, The Next Canadian Economy, 1984, Eden Press, 4626 St. Catherine West, Montreal, Quebec, H3Z 1S3 (ISBN 0-920792-44-8) Some guides for current and near future of the Canadian economy.

Community Action A News Journal for People in Community Services Organizations, Published by Community Action Publishers, P.O. Box 448, 41 Marbury Crescent, Don Mills, Ontario M3C 2T4

Employment and Immigration Canada, Success in the Works, A Policy Paper, Outlines elements of a new Labour force Development entailing the reallocation of some $1.3 billion in Unemployment Insurance expenditures.

Employment and Immigration Canada, Success in the Works, A Profile of Canada's Emerging Workforce. This paper analyses the trends emerging in labour demand and supply in Canada, and the challenges these trends will pose in ensuring our labour force is adequately trained and prepared.

Employment and Immigration Canada, Local Planning Strategy 1990-1991, Canada Employment Centre, Peterborough, P.O. Box 1120, 1120 Charlotte St., Peterboorough, Ont., K9J 7H4 (Ph: 705-745-0551)

Employment and Immigration Canada, Economic Planning & Analysis Directorate Ontario Region, Peterborough CEC Area Profile 1990, Economic Services Directorate, Employment and Immigration Canada, 135 Rideau St., 2nd Floor, Ottawa, Ont., K1A 0J6 (Ph: 613-993-3321)

Feather, Frank, Tomorrow's Best Canadian Careers, 1987, Global Management Bureau, 1820 John St., Thornhill, Ont., (ISBN. 0-919765-03-03)

Gray, James H., The Winter Years The Depression in the Praires, 1976, The Macmillan Co. of Canada.

George, Roy, Understanding the Canadian Economy, 1988, Broadview Press, P.O. Box 1243, Peterborough, Ont., K9J 7H5 (ISBN 0-9241149-17-4)

Ivey, Allen E., Intentional Interviewing and Counselling: Facilitating Client Development 1988, 2nd edition. Brooks Cole Publishing Company, (Distributed in Canada by Wadsworth, Inc.,) Pacific Grove, California, USA, 93950. (ISBN. 0-534-08796-5) Ivey's microskills hirarchy explains in more detail the specifics elements of the Interpersonal Skills (attending behaviour, basic listening sequence etc.) & Influencing Skills (directives, logical consequences, self disclosure, feedback, interpretation etc.)

Kennedy, Peter, & Dorosh, Gary, Dateline Canada, Understanding Economics through Press Reports, (4th edition), 1990, Prentice-Hall Canada, Scarbooruogh, Ontario (ISBN 0-13-200361-9) Using Canadian newspaper clippings, this book attempts to facilitate understanding of major microeconomic and macroeconomic trends.

Kettner, Peter, Moroney, R., and Martin L.L., Designing and Managing Programs An Effectiveness-Based Approach, 1990, Sage Publications Inc., 2111 West Hillcrest Dr., Newbury Park, California 91320 USA. (ISBN - 0-8039-3260-X)

Naisbitt, John, Megatrends, 1988 (paperback), Warner Books, c/o Random House of Canada, 1265 Aerosmith Rd., Miss., Ont. L4W 1B9, (ISBN-0-446-35681-6)

Naisbitt, John, and Aburdene, Patricia, Megatrends 2000, 1990, Morrow Publishing, c/o Macmillan of Canada, 29 Birch Ave., Toronto, M4V 1E2 (ISBN - 0-688-07224-0)

Naisbitt, John, and Aburdene, Patricia, Re-inventing The Corporation, 1986, Warner Books, (ISBN - 0-446-30088-8)

Ohmae,, Kenichi, The Borderless World Power and Strategy in the Interlinked Economy, 1990, McKinsey and Company, (ISBN. 0-88730-473-7) Mangement lessons for success are indicated using the logic of the global marketplace.

Parsons, Frank Choosing A Vocation, 1909, (reprinted, 1989 by Garrett Park Press, P.O. Box 190B, Garrett Park, MD 20896, USA) (ISBN 0-912048-65-4). This is the first significant publication in this field in North America. For that reason alone it should be mandatory reading. Many of its concepts are current for the '90s.

Sher, Barbara, Wishcraft How to Get What You Really Want, 1979, Ballantine Books, c/o Random House Canada (ISBN 345-34089-2-695) A unique step by step plan to pinpoint your goals and make your dreams come true.

Statistics Canada, The Labour Force, Cat. No. 71-001, monthly

Stubbs, Mayling, Weekly Employment Market Bulletin, 17-30 December 1990 (for Peterborough area) (Also other selected dates) Information concerning the Peterborough, Ontario, national and international job markets and economies. Compiled primarily from the Peterborough Examiner, Peterborough Sun, Peterborough This Week, Financial Post, Globe and Mail, Toronto Star and other sources.

Toffler, Alvin, Future Shock, 1971, Random House Inc., New York, N.Y. This was the first major book examining our future into the twenty first century.

Toffler, Alvin, The Third Wave, 1981, Bantam Books, New York, N.Y., (ISBN - 0-553-14431-6). A look at the current information and participative society what is likely to unfold in the Western world into the twenty first century.

Toffler, Alvin, Powershift, 1990, Bantam Books, c/o 105 Bond St., Toronto, M5B 1Y3 (ISBN - 0-553-05776-6)

PRINT MEDIA REFERENCES

Inside Guide
Naisbitt, John, "Job Opportunites Abound in the 90s", (From John Naisbitt's Trend Letter). Winter, 1990.

Ottawa Citizen
Beauchesne, Eric, Canadians talk to the pollsters", Mon., Dec. 31, 1990

Dowling, Deborah, "Forecasters peer into their crystal balls: What they see isn't a very pretty picture", Mon., Dec. 31,1990.

Peterborough Examiner
Canadian Press, "Canada faces engineer shortage", Friday, Nov. 16, 1990.

Canadian Press, "Coles plans to open 20 shops", Friday, January 11, 1991.

Peterborough This Week
Robertson, Tanya, "CGE layoffs attributed to 'recession' ", Sunday, Oct. 28/90.

Toronto Star
Bernstein, Claire, "Banks should have duty to help debtors survive", Sun., Dec. 30, 1990.

Berton, Pierre, "Will History Repeat Itself, Leader's Blindness to misery no different than in 1930s", Saturday, Dec. 29, 1990

B., R., "Economic doom for some means boom for others", Monday, Nov. 12/90.

Brehl, Robert, "Used telephone sales ring up big business", Mon., Dec. 24/90.

Brehl, Robert, "Small business faces another tough year", Thurs., Jan. 3,1990.

Brehl, Robert, "Recession a housesitter's bonanaza" Wed., Jan 9, 1991.

Canadian Press, "Caisse sees recession on wane by summer", Wed., Jan. 2/90.

Cheney, Peter, "Bad times good for Repo Man, He'll come calling when you stop paying", Sunday, Dec. 16, 1990.

Cox, Damien, "Leeman highest paid Leaf but lags far behind stars", Sat., Jan.19/91.

Daw, James, " Auto industry braces for tough year in '91", Thurs., Dec. 21/90.

Daw, James, "Shutdown claims 20,554 jobs", Jan. 16, 1991

Donner, Arthur, "Canada faces a 3 or 4 quarter recession beginning in mid-1990 ", Mon., Oct. 8, 1990.

Donner, Arthur, "Time is here to kick-start economy", Mon., Oct. 29, 1990.

Gallup Canada, "Taking the Pulse Only 18% expect improvement in '91", Tues., Jan. 1, 1991

Long, Paul (Canadian Press), "GATT impasse affects everyone", Sun., Dec9/90.

McArthur, Jack, The concensus now forecasts a longer, shallow recession", sun., Nov. 4, 1990.

McArthy, Shawn, "Big slump forecast in Ontario", Friday, Nov. 9, 1990.

McArthy, Shawn, "Jobless rate climbs to 9.3%", Sat., Jan. 12, 1991.

Appendix I

The following pages present brief descriptions of all the courses in the Employment Counsellor Program.

YEAR ONE
Semester One

COMMUNICATIONS I: This is the first course of a series and is required of all first-year students. The course provides practical development of appropriate fundamental writing, speaking, listening, reading and thinking skills.

INTRODUCTION TO PSYCHOLOGY I: This course encompasses the study of human behaviour. The emphasis is on the systematic approach in order to explain, predict and improve the "well-being" of the individual. As such, the student is provided with a basic understanding of the psychological principles as they relate to aspects of behaviour reflected in areas of the inner and outer person. The focus is on the application of research findings in sensation, perception, motivation, learning, memory, emotions, stress and personality. Consequently upon completion of the course, the student will be familiar with the major theories in Psychology 1 and be able to apply the concepts pertaining to their field of study.

INTRODUCTION TO COMMUNITY STRUCTURES: This course of study will enable students to develop an awareness of relevant community structures, resources and dynamics and will include a study of significant organizations, their roles and the dynamics and relationships within and between organizations. In addition, students will examine the organization, function and roles of various levels of government; the economic and social benefits of community services; basic sources of funding; trends, issues, problems and challenges in community services; boards and committees; volunteerism; and advocacy.

LIFESTYLE/WELLNESS: This course is designed to give students a basic understanding of the normal patterns of growth and development at the various stages from infancy to old age. People's lives and therefore their health is affected by everything they interact with. Thus achieving a healthy life simply involves living healthfully - physically, psychologically, emotionally and socially. Achieving this totality is referred to as wellness. Students in this course then will explore some of the principles of health science as well as how your mind, body and emotions interrelate as the basis for achieving a healthy lifestyle and how many of the principles studied can be applied in the context of various community service settings.

HUMAN GROWTH AND DEVELOPMENT This course is designed to give the student a basic understanding of the normal patterns of growth and development from infancy through to old age.

INTRODUCTION TO MICROCOMPUTER APPLICATIONS: A basic understanding of the capabilities, applications and limitations of computers is an essential skill for everyone. This course will explore and examine the range and nature of computer uses in community service settings and will provide students with the opportunity to develop a basic level of skills in the most common applications. As well students will have the opportunity to explore some of the specific and/or unique applications found in community service settings.

Semester Two

COMMUNICATIONS II: This course is a continuation of Communications 1. It involves practice in letter, memo, resumé and information report writing as well as oral presentations.

INTRODUCTION TO PSYCHOLOGY II: (social behaviour) This course provides a systematic approach to interpersonal relationships. It deals with how people think about, influence, and relate to one another. The emphasis is on the psychology of behaviours within the social context: self perception, interaction with others, social behaviour, conformity, aggression, stereotyping, attitude formation, change and persuasion are but a few of the areas of study.

SOCIOLOGY OF WORK: This course will enable students to develop an understanding of the influence of culture, family and social groups om work behaviour.

ABNORMAL PSYCHOLOGY: This course addresses abnormal behaviours and includes an understanding of difficulties in defining abnormal behaviour; a review of commonly recurring themes in the history of understanding the courses of abnormality; the knowledge necessary to distinguish characteristics of a variety of abnormal behaviours; a view of the current perspectives for understanding and treating these behaviours; an ability to differentiate those individuals who require specialized help.

THEORY AND PRACTICE OF JOB SEARCH: This course provide exposure to the variety of dimensions necessary in a job search. In particular the student will be able to understand and teach to others the necessary communication, network, research, self management and sensory awareness of self skills leading to employment.

BUSINESS MATHEMATICS: This course provides a study of mathematics in preparation for application to statistical and business problems. Emphasis is placed on developing basic mathematic skills. Topics include percentages related to interest calculation, word problems, indices, equations in various unkowns, graphs . Calculator required for this course and statistics. (Enquire about type with program co-ordinator.)

COUNSELLING METHODS AND FIELD PREPARATION: This course will provide the student the opportunity to learn, practise and acquire the knowledge of current, constructive approach to facilitate change in people. Focus will be on the theory of and practice related to the micro counselling hierarchy. In addition, the student will prepare for subsequently field practices and employment.

YEAR TWO:
Semester Three

COMMUNICATIONS III: This course is an extension of Communications two and involves continued study of effective written and oral communication. Emphasis is placed on persuasive writing and speaking in a variety of career-related formats.

COUNSELLING ETHICS AND THE LAW: This course includes a review of current legislation concerning work as well as the legal, ethical and values implications of counselling.

STATISTICS 1: This course will provide the students with an opportunity to develop skills in the application of descriptive and inferential statistics to the field of Employment Counselling, particularly as they are found in social science literature and applications.

FIELD PRACTICE 1: This course will enable students to integrate classroom knowledge within the field. Students will undertake field placement for two days a week in a variety of employment counselling settings and will have the opportunity to assist clients in the realization of their employment goals.

FIELD INTEGRATION: This course will include an understanding and perspective on proper case management and will enable students to clarify classroom instruction with the realities of the field.

CAREER THEORIES: This course will enable students to understand a variety of approaches and influences in employment choice and change based on a number of different career theories.

Semester Four

STATISTICS 2 AND COMPUTER APPLICATIONS: In this course, students will build on the skills learned in Statistics 1 as well as to apply microcomputer software to aid in problem solution.

SKILLS ASSESSMENT: In this course, students will develop skills in the assessment and communication of employee and employer staffing needs. This will include the development of skills in the appropriate utilization of occupational vocabulary as demonstrated in various occupational and activity classification systems.

SPECIAL GROUPS: In this course, students will be able to identify and understand the skills necessary to aid disadvantaged and special groups in finding employment.

RESOURCES IN THE FIELD: This course will enable students to use print, audio visual and other information sources as they relate to employment counselling It will include computer systems with emphasis on CHOICES.

FIELD PRACTICE 2: This course is the second placement component and will enable students to further integrate classroom knowledge in the field. Students will undertake field practice (two days per week) in a variety of employment counselling settings and will have the opportunity to assist clients in the realization of their employment goals.

YEAR THREE
Semester five

ORGANIZATIONAL FINANCIAL MANAGEMENT: This course will enable students to prepare, maintain and analyze the budgets of and program proposals for small organizations and service agencies. Community needs evaluation, mission statements and staffing needs will be covered.

MEASUREMENT AND RESEARCH: This course will enable the student to understand the purpose, principles and correct practices of aptitude and interest tests and measures. Students will also have the opportunity to conduct a descriptive research project to aid in better understanding Employment Counselling situations.

JOB KEEPING AND DEVELOPMENT: The purpose of this course is to introduce students to a variety of job holding strategies as well as the development of a variety of skills and techniques to deal effectively with work situations.

THE ECONOMY, ENTREPRENEURSHIP AND WORK: This course is intended to provide an understanding of the relationship between large and small economic forces and how they impact on employment. As well, students will develop a knowledge of the many and varied programs from government and other sectors that assist in the realization of employment. They will develop a knowledge and understanding of small business in order that students can comprehend the entrepreneurial role played by small business in Canada today.

EDUCATIONAL PRACTICE: This field practice course will enable students to develop an understanding of the characteristics of educational settings and the importance of developing skills in effectively bridging the gap between school and employment.

Semester Six

FIELD PRACTICE & EVALUATION: This semester long field practice will enable students to integrate the entire program's knowledge and apply it in the field.

For more information contact:
Sir Sandford Fleming College
Sutherland Campus
Brealey Drive
Peterborough, Ont
K9J 7B1 ***(705) 743-5610***

EMPLOYMENT COUNSELLOR

Employment counselling, whether for people still in school or those already in the workforce, plays an integral role in assisting people in making employment decisions.

Recognizing this, Fleming has developed the Employment Counsellor specialization, the first of its kind in Canada. It has been designed for students who are thoughtful, analytical planners, who have good communication skills and who enjoy the challenge of aiding people in making important employment and career decisions.

Graduates of this specialization can be expected to find employment in private and public organizations including: Employment Counselling centres, Placement Departments, Canada Employment Centres, social service agencies serving special needs clients, institutions offering cooperative educational programs and any of hundreds of private employment agencies. Graduates may, in time, be able to consider opening their own agencies.